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I FALL UPDA

Parents' Right to Know by Diane Lowery

Title I Part A, Section 1111 (h)(6) specifies the following requirement. At the beginning of each school year, any district that receives Title I funds must notify the parents of each student attending a Title I school that the parents may request information regarding the professional qualifications of the student's classroom teachers. The district will provide a response to the parents' request in a timely manner.

The information must include, at a minimum, the following:

- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (ii) Whether the teacher is teaching under an "Authority to Act" status
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications

Parents may also request information on the level of achievement of the their child in each of the State academic assessments and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

A sample letter will be available on DECA's website at: http://www.state.sd.us/deca/TA/basic/ when developed.



Adequate Yearly Progress by Diane Lowery

The state will continue developing its definition of adequate yearly progress (AYP) this fall. Draft decision rules were handed out at the April 2002 Title I meeting in Huron where all districts were represented. These rules were presented to the Committee of Practitioners (COP – a group of state educators that is required by Title I law to act as an advisory committee) prior to dissemination.

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There will be changes in those draft rules as more information and guidance becomes available from the US Department of Education and as DECA works collaboratively with educators. A nationally known consultant, Dale Carlson, has also been advising DECA in meeting NCLB regulations. Dr. Carlson will visit SD in October to continue this quidance.

Revised decision rules will be reviewed by the COP in late fall with additional revisions made upon recommendations. The rules will then be posted for general review and recommendations form the field. Final Decision Rules 2003 will be submitted to USDOE in January 2003 as a part of our state consolidated application. These rules will be used to determine AYP for all public schools for 2002-2003, using state assessment results from spring 2003.

DAKOTA STEP: New Assessment Plan by Gary Skoglund

Dakota STEP (State Test of Educational Progress) will become the new assessment system for accountability for South Dakota schools, if plans for changes in SD law are approved. STEP will have as its basic platform the new SAT 10 Abbreviated test, which will be augmented to fully assess South Dakota Content Standards in Reading and Mathematics as required by *No Child Left Behind*. Science augmentation will be added before 2007 per *NCLB* timelines. Augmentation means items will be added or deleted from the core test so that it aligns to SD Content Standards.

The Dakota STEP plan will replace the SAT 9 and the DACS tests, starting in 2003. The augmented SAT 10 will be given at Grades 3-8 and 11. The augmented SAT 10 will be untimed, online and will yield both norm-referenced and standards-based scores. Subjects that will be assessed by

the abbreviated form of the SAT 10 (norm-referenced) will include Reading, Math, Science, Social Studies and Language Arts. Standards that will be assessed by the add-on augmentation are the SD Content Standards in Reading and Mathematics for each grade (2003) plus eventually the SD Content Standards in Science for each grade (by 2007).

Estimated testing times are not yet available because the augmentation portion is currently being developed. However, it appears that total testing time will be less than the SAT 9 + Olsat. Tests comprising the Dakota STEP system will be administered March 24 through May 7, 2003.

Other changes that the Dakota STEP plan proposes include dropping Grade 2 testing and eliminating OLSAT tests.

For *NCLB* accountability, it is proposed that scores from the EdVision tests (DACS

system) and the Stanford writing assessment in grades 5 and 9 will not be used as part of the equation for calculating AYP. If the proposed changes to state law are passed, the DACS tests will then become a voluntary pre/post tool to be used to enhance classroom instruction effective 2003. **DACS is required this fall per current state law**. Stephanie Weideman will be in charge of DACS; her phone number is 773-3783.

Please note:

- The plans described above are contingent upon passage of legislative changes during the 2003 legislative session.
- The EdVision tests (DACS) are required during Fall 2002.

DACS Fall 2002 Testing Update by Stephanie Weideman

According to state statute 13-3-55, all schools are required to test students in grades 3, 6, & 10 using a criterionreferenced test once in the fall and again in the spring. Contrary to some rumors about the DACS, testing is required for administration this fall. The testing window begins September 3 and ends at 5:00 p.m. on October 18, 2002. All students in grades 3, 6, and 10 must have a completed test recorded in Reading and Math by the end of the testing day on October 18. The test will be turned off and not accessible after this time. DACS Coordinators are asked to always make reservations for each testing session. However, students who log on to complete an unfinished test are not required to have reservations.

EdVision is completing the task of rolling all South Dakota students up one grade level within the DACS system. For example, all students who were enrolled in 3rd grade during the 2001-2002 school year would now be enrolled in 4th grade for the 2002-2003 school year. 4th grade students are now enrolled in the 5th grade, etc. 2nd grade students were previously loaded into

the system and will automatically be enrolled in the 3rd grade. It is the responsibility of each DACS Coordinator to verify the student list and make revisions (i.e. student moved

= delete from system or transfer to the receiving school, new students = create a new student). This roll-up task will be completed prior to the start of the testing window on September 3, 2002. A more definitive date will be announced in the next DACS Update as well as on the DACS webpage (www.state.sd.us/deca/dacs). EdVision is also in the process of rolling up the school year from 2001-2002 to 2002-2003

With South Dakota's new web-based information system, SIMS Net, now in full implementation, the newly assigned SIMS numbers have already been imported into the DACS system for you. For the Fall 2002 testing, all student tests must use the new 9 digit SIMS number for the student ID. If you are unsure of the number, please contact the person in your district who is responsible for enrollment.

Fall 2002, all students must use the new 9 digit SIMS number for student ID. Those schools having a need for an AFPPT are asked to complete a form requesting such tests. If your school needs an AFPPT for Hutterite stu-

dents, simply request a form and describe your needs in the comments section. Please provide contact information so we are able to supply materials to meet your needs. All requests are subject to Secretary Christensen's approval. Requests must be returned to DECA by August 27, 2002 to allow enough time for schools to receive the test packets by September 3. A copy of the form may be obtained by contacting Kelly Fennell at (605) 773-4699 or email kelly.fennell@state.sd.us.

For more information on DACS or help with questions, please call Stephanie Weideman at (605) 773-3783 or Kelly Fennell at (605) 773-4699. Emails may be addressed to stephanie.weideman@state.sd. us or kelly.fennell@state.sd.us. EdVision support may also be reached at 1-800-998-4531.

IDEA and No Child Left Behind by Ann Larsen

The amended Individuals with Disabilities Education Act of 1997 (IDEA 1997) and President Bush's "No Child Left Behind Act" of 2001, require that all students, including students with disabilities, participate in state and districtwide assessment programs. There are several ways in which students with disabilities can participate in assessments. These often are divided into three categories: (1) assessments taken in the same way as other students take them, (2) assessments taken with accommodations, and (3) alternate assessments. A small percentage of students with disabilities may need to participate in an alternate state or district assessment because their educational goals are different from the majority of students, even though they may be working toward the same state content standards.

The purpose of accommodated participation is not to provide an advantage in assessment, but to accurately measure what the student knows and can demonstrate. The intent is to accurately measure the student's ability rather than to confirm that the student has a disability. An example would be to require a student who is blind to read the test materials without the benefit of Braille testing accommodations. The results of that assessment would only confirm that the student is blind; it would not measure the student's actual ability.

The student's IEP team determines which accommodations need to be provided when a student with a disability participates in an assessment program. The student's IEP includes accommodations the student receives as part of the general or special instructional programs in school. Other accommodations may be appropriate based on the conditions presented by a secure testing environment, but a student should not be provided with an accommodation that is not a part of the student's current IEP, daily instruction, classroom setting, or general testing environments. The general rule is that accommodating participation in assessment programs should not be a one-time only accommodation but should mirror the accommodations provided in the student's regular instructional program and those documented in the student's IEP.

Currently, the only alternate assessment available to schools and facilities is the Statewide Team-led Alternate Assessment and Reporting System (S.T.A.A.R.S). It was developed by educators from South Dakota and is available through the South Dakota Office of Special Education or your district/facility special education personnel. Information about participation and accommodations must be documented in the student's IEP that precedes the actual administration of the assessment.

Statewide Accountability System by Diane Lowery

According to NCLB regulations, each state must develop a single statewide accountability system. Adequate yearly progress (AYP) will be determined for each public school and district as well as the state as a whole for both reading and math. AYP will also be determined for each of these entities according to these four subgroups: children with disabilities, LEP students, disadvantaged or poverty students, and by

major ethnic groups. Failure to make adequate yearly progress in any of the above categories for two consecutive years will place a school or district in school improvement.

The state must determine any sanctions, rewards, and/or technical assistance that may apply to all public schools and districts.

AYP will be determined for schools, districts and the state as a whole.

These decisions will be made during this coming fall with input from educators, parents, and community members. The state accountability system plan will be submitted to USDOE in

January 2003 as a part of the state's consolidated application.

Standards by Diane Lowery

State academic content standards are the basis for state assessment and accountability systems. The current language arts and math standards adopted in 1998 are to be used for instruction and assessments are aligned to them. The reading goal has been separated from the language arts standards to allow the state to test only reading for accountability purposes. The remaining language arts standards still exist in their original format. Performance de-

scriptors for the reading and math standards have been developed for all tested grades (3 – 8, 11) except for grades 5 and 7. These descriptors will be developed this fall. Standards and performance descriptors are available on the state's website.

The Language Arts standards are being revised and are slated for implementation during the 2004-2005 school year, pending State Board of Education approval. State assessments will then be realigned to these

revised standards. The state board has adopted a progression for standards revision with math standards being revised during the 2003-2004 school year.



$High\ Standards\ for\ Paraprofessionals\ \ {\tt by\ Jerald\ Goehring\ and\ Diane\ Lowery}$



The **No Child Left Behind Act** and the newly re-authorized Elementary and Secondary Education Act have several provisions relating to the quality of persons who are instructing children in classrooms. Among those requirements are criteria that paraprofessionals who have instructional duties in programs (targeted) or schools (schoolwide) supported with Title I funds must meet. South Dakota, like other states, is meeting the challenges of transitioning to higher standards for paraprofessionals.

NCLB provisions for paraprofessionals include:

- All paraprofessionals must have a High School diploma or GED, effective immediately;
- Any new paraprofessional hired after January 8, 2002, and who works in a program supported with Title I monies, must meet one of the following requirements in order to be hired:
 - completed at least 2 years of study at an institution of higher learning (48 credits); or
 - earned an associate (or higher) degree (in any career field).

The federal law also has a provision for testing paraprofessionals:

- 3) (must meet...) a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment
 - a) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or b) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

South Dakota does **NOT** have a test that can be used to satisfy the paraprofessional requirements at this time; the state is participating in a consortium effort to develop a test that will be reliable and valid and acceptable under NCLB. Until such time that a formal state test is instituted, criteria 1 and 2 (above) will apply.

Paraprofessionals who were employed before January 8, 2002, must meet one of the above requirements within the next four years and no later than January 2006.

DECA also is collaborating with SDEA/ NEA to identify the needs of paraprofessionals currently working in local schools who do not meet the qualifications.

Black Hills State University and Northern State University will begin offering an Associate of Science degree in Paraprofessional Education beginning this fall. Many of the classes will be delivered online or over the DDN so will not require out of town travel. For more information regarding this associate degree program please see the related article in this newsletter or contact the South Dakota Board of Regents office at (605)773-3455.

Augustana College in Sioux Falls, and Sinte Gleska University in Mission are looking at providing either coursework or a degree for paraprofessionals to meet the new requirements. Oglala Lakota College in Kyle has been granted a \$400,000 BIA grant to provide paraprofessionals with either an AA degree in Early Childhood or an AA degree in Elementary Education. Mount Marty College is revisiting their AA in Instructional Aide program.

Districts receiving Title I funds must assure that paraprofessionals in Title I programs provide services consistent with regulations found in Section 1119. A paraprofessional may provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher. Before and after school services would be appropriate. Paraprofessionals may assist with classroom management, such as organizing instructional and other materials. They may also be assigned to provide assistance in a computer laboratory, to conduct parental involvement activities, to provide support in a library or media center, or to act as a translator. A paraprofessional may provide instructional services to students if the aide is working under the direct supervision of a teacher. The requirement for direct supervision is met if the teacher plans the instructional activities, evaluates the achievement of the students the paraprofessional is working with, and if

the aide works in close and frequent proximity to the teacher.

Title I aides may assume limited duties that are assigned to similar personnel in the school, including duties beyond classroom instruction or that do not benefit participating children, as long as the amount of time spent on such duties is proportional to the time spent doing these duties as non-Title I staff in the school. This might include recess, lunch, or bus duties.

For a school that participates in Title I on a schoolwide basis, the requirements apply to all paraprofessionals with instructional duties without regard to the source of funding.

A local school district may use its Title I and/or Title II monies for ongoing training and professional development to help paraprofessionals meet the requirements of NCLB.

A district receiving Title I funds may use these funds to support ongoing training and professional development to assist teachers and paraprofessionals in meeting the requirements of section 1119. A minimum of 5% but not more than 10% of Title I funds must be set-aside for professional development activities to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2005-2006 school year. These same funds must also support training, assessment fees, and college credit for paraprofessionals to help them meet all regulations by January 2006. If a district verifies that all paraprofessionals, Title I teachers, and core subject teachers are highly qualified, an amount less than the 5% can be reserved for these ac-

In order to verify compliance with section1119, each district will require that the principal of each targeted assistance or schoolwide school attest annually in writing as to whether the school is in compliance with the requirements of section 1119. The verification of compliance document must be maintained at each Title I school site and at the main office of the district. This document must also be available to any member of the general public upon request.

For more information regarding paraprofessionals, please contact the Department of Education and Cultural Affairs, Diane Lowery or Jerald Goehring.

National Assessment of Educational Progress (NAEP) by Stephanie Weideman

Often called the "Nation's Report Card," the NAEP is the only nationally representative, continuing assessment of what America's students know and can do in various subject areas. NAEP provides a comprehensive measure of students' learning at critical junctures in their school experience. NAEP does not, and is not designed to, report on the performance of individual students. Rather, it assesses specific populations of in-school students or subgroups of these populations, reporting on their performance in selected academic areas. NAEP results are based on samples of these student populations of interest.

Since its inception in 1969, NAEP has assessed numerous academic subjects, including mathematics, science, reading, writing, world geography, U.S. history, civics, social studies and the arts. The South Dakota NAEP will assess representative samples of students in grades 4, 8 and 12 in reading and mathematics. The testing window for the NAEP runs January 27 through March 7, 2003.

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of student (e.g., fourth-graders) and subgroups of those populations (e.g., male students or Hispanic students). Again, NAEP does not provide individual scores for the students or schools assessed. Subject-matter achievement is reported

in two ways – scale scores and achievement levels – so that student performance can be more easily understood. NAEP scale score results provide information about the distribution of student achievement for groups and subgroups.

Achievement levels categorize student achievement as Basic, Proficient, and Advanced, using ranges of performance established for each grade. (A fourth level, Below Basic, is also reported for this scale.) Achievement levels are used to report results in terms of a set of standards for what students should know and be able to do.

A list of available publications can be found on the NAEP website at http://nces.ed.gov/nationsreportcard. Printed copies of NAEP publications can be order by contacting:

Education Publications Center (ED Pubs) http://www.ed.gov/pubs/edpubs.html Phone: (877) 4-ED-PUBS (433-7827)

Fax: (301) 470-1244 Mail: Ed Pubs P.O. Box 1398

Jessup, MD 20794-1398

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading and Mathematics Assessment

Teacher Qualifications by Diane Lowery

Any teacher teaching in a core academic subject area in a Title I program that is hired after the first day of the 2002-2003 school year must be highly qualified. For targeted assistance schools, this involves those teachers paid with Title I funds. In a schoolwide program, all teachers and programs are considered to be supported by Title I funds. Therefore, all new teachers in a schoolwide school teaching in core academic subjects must be highly qualified before hire.

The term "core academic subjects" is defined as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

By the 2005-2006 school year, all teachers in the state who are

teaching in core subject areas must be highly qualified. A highly qualified teacher must have obtained full state certification as a teacher. The teacher must also hold a license to teach in the state. These requirements are outlined in Title I Part A, Section 1119. See related article about paraprofessionals for information on funding to be used to support these regulations. Building principals are required to sign an assurance each year that the school is in compliance with the requirements of section 1119.

Federal Regulations by Diane Lowery

Final regulations for standards and assessments were released this summer. http://ed.gov/legislation/FedRegister/finrule/2002-3/070502a.html Draft regulations for topics such as AYP, school-wide programs, paraprofessionals, etc. are now available for review and comment. http://ed.gov/legislation/FedRegister/proprule/2002-3/080602a.html We must Comments must be received at USDOE on or before September 5, 2002.

National Title I Conference

The Annual Title I conference is slated for February 1 through the 4, 2003 in Anaheim, California. Information about this conference may be obtained from the Title I website at www.titlei.org





Title I School Improvement by Diane Lowery

Last spring DECA anticipated that it would be setting the baseline for the starting point according to NCLB this fall. However, the state received information this summer that we would not be permitted to set the baseline this year as our state assessment system has not yet been approved by USDOE. We are currently working under a timeline waiver that allows DECA to complete its work on the assessment system and come into compliance by June 2003. Current plans for moving to the augmented SAT10 to meet NCLB requirements will allow DECA to meet this waiver deadline.

Draft regulations just released from US-DOE regarding adequate yearly progress specify that states who possess a timeline waiver for its assessment system may use this year's assessment results to determine AYP for schools under last year's decision rules and may remove schools from school improvement if they have made AYP for two consecutive years. The state may also decide if it will use these results to put new schools into improvement status. There will be no new schools identified for school improvement this year.

DECA has decided to grant schools removal from school improvement if they have met the requirements. Of the thirteen schools in their second year of school improvement, nine have made AYP for two consecutive years and have been released from school improvement. The remaining four schools will remain in the second level

of school improvement as required by NCLB during this transition year. Four of the nine schools that were in their first year of school improvement made AYP this last year and will hold that one year of AYP as we move into the new accountability system. All nine schools will retain their status in level one of school improvement during the transitional year. The state will have a total of 13 schools continuing in school improvement during the 2002-2003 school year.

Title I schools and districts placed in school improvement will be subject to any state sanctions, rewards, or technical assistance that may be determined by the state accountability system. In addition, Title I schools must follow the regulations found in Section 1116 regarding requirements and sanctions. A two-year plan must be developed within the first three months of identification for school improvement. During the first year of identification, or level one, parents must be offered choice in which school to send their child to. The second level in school improvement calls for schools to provide supplemental services to eligible students. Corrective action takes place at the third step while restructuring is planned and implemented during the fourth and fifth steps.

Technical assistance is provided for Title I schools and districts according to Section 1117, including help from the state's School Support Team (SST), data retreats, reading and math clinics, and other DECA support

and activities. Additional funding is also available through the department's set-aside of Title I funds for Program Improvement. These funds are allocated on a formula basis and may be used to support the development and implementation of the school improvement plan.

More specific information will be presented to schools in school improvement during a meeting in Pierre on Oct. 9, 2002. For more information, check the department's website or email Diane Lowery.



Reading and Math Clinics

The Office of Technical Assistance will be hosting the second annual reading and math clinics this fall. November 12 and 13 the dates for the Reading Clinic to be held in Chamberlain at Cedar Shores Resort. The Math Clinic will be held December 4 and 5 at the Holiday Inn City Center in Sioux Falls. Further details about these clinics may be obtained by visiting the web at www.state.sd.us/DECA/ta/news/otameetings.htm. The contact person for these clinics is Carol Uecker, who can be reached by phone at 605/773-3218 or email at carol.uecker@state.sd.us.



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St. Louis, Missouri is the site of the 29th Annual Title I Parents Conference to be held October 16-20. The theme for this year's conference is "Title I – Return to the Source as We Renew Our Strength." The National Coalition of Title I/Chapter I Parents host this event and can be reached at 202/291-8100.





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